

STATE NORMAL SCHOOL  
LOWELL, MASSACHUSETTS



1913

1914





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STATE NORMAL SCHOOL AT LOWELL.

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LOWELL, MASSACHUSETTS



SIXTEENTH YEAR

1913-1914

APPROVED BY  
THE STATE BOARD OF PUBLICATION.

# State Board of Education.

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	TERM EXPIRES
FREDERICK P. FISH, Chairman, 84 State Street, Boston, . . .	1913
MISS SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Center, . .	1915
MRS. ELLA LYMAN CABOT, 190 Marlborough Street, Boston, . . .	1913
SIMEON B. CHASE, Fall River, . . . . .	1915
LEVI L. CONANT, Worcester Polytechnic Institute, Worcester, . .	1914
THOMAS B. FITZPATRICK, 104 Kingston Street, Boston, . . . .	1914
FREDERICK W. HAMILTON, Tufts College, Tufts College P. O., . .	1913
PAUL H. HANUS, Harvard University, Cambridge, . . . . .	1914
CLINTON Q. RICHMOND, North Adams, . . . . .	1915

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## Commissioner of Education.

DAVID SNEDDEN, . . . . . Room 500, Ford Building, 15 Ashburton Place, Boston.

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## Deputy Commissioner.

WILLIAM ORR, . . . . . Room 500, Ford Building, Boston.

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## Agents.

JULIUS E. WARREN, . . . . . 875 Main Street, Worcester.  
CHARLES R. ALLEN, . . . . . Room 509, Ford Building, Boston.  
RUFUS W. STIMSON, . . . . . Room 702, Ford Building, Boston.  
EDWARD C. BALDWIN, . . . . . Room 500, Ford Building, Boston.  
WALTER I. HAMILTON, . . . . . Ford Building, Boston.  
CLARENCE D. KINGSLEY, . . . . . Ford Building, Boston.

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## Visitor.

PAUL H. HANUS.









BARTLETT TRAINING SCHOOL.

## Instructors.

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CYRUS A. DURGIN, PRINCIPAL,	. . . . .	<i>Psychology.</i>
CLARENCE M. WEED,	. . . . .	<i>Nature Study.</i>
JOSEPHINE W. CHUTE,	. . . . .	<i>Drawing and Practical Arts.</i>
MIRION H. MILNER,	. . . . .	<i>Physical Education and Hygiene.</i>
SARAH E. LOVELL,	. . . . .	<i>English.</i>
ALBERT EDMUND BROWN,	. . . . .	<i>Music and English Diction.</i>
CHARLOTTE M. MURKLAND,	. . . . .	<i>Supervisor of Practice.</i>
WILLIAM E. RILEY,	. . . . .	<i>Penmanship and Reading Methods.</i>
ELIZABETH M. HUMPHREY,	. . . . .	<i>Physical Education.</i>
BLANCHE A. CHENEY,	. . . . .	<i>History, History of Education, Civics.</i>
FRANCES CLARK,	. . . . .	<i>Geography and Mathematics.</i>
ETHEL E. KIMBALL,	. . . . .	<i>Secretary and Librarian.</i>

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## Practice Department.

*Bartlett Training School, Lowell.*

HERBERT D. BIXBY,	. . . . .	PRINCIPAL.
BELLE A. PRESCOTT,	. . . . .	Ninth grade.
AMY L. TUCKE,	. . . . .	Ninth grade.
ALICE D. SUNBURY,	. . . . .	Eighth grade.
SARA E. AMES,	. . . . .	Seventh grade.
KATHLEEN E. DRISCOLL,	. . . . .	Seventh grade.
BELLE F. BATCHELDER,	. . . . .	Sixth grade.
MARIA W. ROBERTS,	. . . . .	Fifth grade.
KATHERINE FARLEY,	. . . . .	Fifth grade.
A. GERTRUDE STILES,	. . . . .	Fourth grade.
IVAH M. CONNELL,	. . . . .	Fourth grade.
BRIDGET K. SMITH,	. . . . .	Third grade.
BERTHA M. SHERBURNE,	. . . . .	Second grade.
ELEANOR J. LE LACHEUR,	. . . . .	Second grade.
ESSIE E. ROCHE,	. . . . .	First grade.
E. BELLE PERHAM,	. . . . .	First grade.
HELEN W. NOYES,	. . . . .	Principal of kindergarten.
EDITH A. ANDREWS,	. . . . .	Assistant.

*New Moody Street Training School, Lowell.*

ADDIE B. MERRILL,	.	.	.	.	.	.	.	.	Third grade.
GRACE C. DELANEY,	.	.	.	.	.	.	.	.	Third grade.
ANNA I. CASSIDY,	.	.	.	.	.	.	.	.	Second grade.
MARY E. SNOW,	.	.	.	.	.	.	.	.	First grade.
MAUDE M. HARDY,	.	.	.	.	.	.	.	.	First grade.

*Lexington Avenue Training School, Lowell.*

CARRIE M. HART,	.	.	.	.	.	.	.	TEACHER.
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*North Tewksbury Training School.*

— — — . . . . .	TEACHER.
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# The School Calendar.

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**1913.**

**Graduation.**

Tuesday, June 17.

**First Entrance Examinations.**

June 19 and 20.

**Midsummer Vacation.**

**Second Entrance Examinations.<sup>1</sup>**

September 2 and 3.

**School Year Begins.**

Thursday, September 4.

**Thanksgiving Recess.**

November 27 and November 28.

**Christmas Recess.**

December 20 to January 5.

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**1914.**

First term ends . . . . . Friday, January 23.

Second term begins . . . . . Monday, January 26.

**Spring Recess.**

April 3 to April 13.

**Patriot's Day.**

April 19.

**Memorial Day.**

May 30.

**Graduation.**

June 16.

**First Entrance Examinations.**

June 18 and 19.

**Midsummer Vacation.**

**Second Entrance Examinations.**

September 8 and 9.

**School begins September 10.**

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<sup>1</sup> See page 15.



# Alumni Association.

GRACE M. GARVEY '08,	. . . . .	<i>President.</i>
JULIA M. DRISCOLL '09,	. . . . .	<i>Vice-President.</i>
MABEL E. HAGGERTY '11,	. . . . .	<i>Secretary.</i>
J. ERNEST BARR '99,	. . . . .	<i>Treasurer.</i>

## Executive Committee.

	Class of '99.	
Ruth Fisher.		Katherine M. Jantzen.
	Class of '00.	
Esther Downing.		Helen Swain.
— — —	Class of '01.	
		Frances Dalrymple.
	Class of '02.	
Bessie Cunliffe.		Maud West.
	Class of '03.	
Esther M. Greene.		Alice E. Ramsay.
	Class of '04.	
Christine Kane.		Anna McKissock.
	Class of '05.	
Blanche Marshall.		Helen Clarke.
	Class of '06.	
Carrie Brown.		Nellie F. Lynch.
	Class of '07.	— — —
Evie M. Staples.		
	Class of '08.	
Grace Common.		Laura L. Greene.
	Class of '09.	
A. Gertrude Gray.		Ruth Crowell.
	Class of '10.	
Rose C. Geary.		Helen M. Jeffrey.
	Class of '11.	
Angelica C. Tewksbury.		Gertrude T. Keyes.
	Class of '12.	
Ethel M. Chalifoux.		Ruby C. Hull.





# State Normal School at Lowell.

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## Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electric. It is also within easy walking distance of the Boston & Maine station.

## ARCHITECTURE.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick, with trimmings of Indiana limestone. It has three stories and a basement, and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training workshops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and school gardening, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large, with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

### **Aim and Purpose of the School.**

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

### **Requirements for Admission.**

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the Household Arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by examination or certificate

satisfactory evidence of preparation in the following subjects for a total of 14 units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- (2) Algebra, . . . . . 1 unit.
- (3) Geometry, . . . . . 1 unit.
- (4) History, . . . . . 1 or 2 units.
- (5) Latin, . . . . . 2 to 4 units.
- (6) French, . . . . . 2 or 3 units.
- (7) German, . . . . . 2 or 3 units.
- (8) Drawing,<sup>1</sup> . . . . . 1 unit.
- (9) Physics, . . . . . 1 unit.
- (10) Chemistry, . . . . . 1 unit.
- (11) Biology, botany or zoölogy,<sup>1</sup> . . . . . 1 unit.
- (12) Physical geography,<sup>1</sup> . . . . . 1 unit.
- (13) Physiology and hygiene,<sup>1</sup> . . . . . 1 unit.
- (14) Stenography, . . . . . 1 or 2 units.
- (15) Domestic science or manual training, . . . . . 1 unit.
- (16) Commercial geography,<sup>1</sup> . . . . . 1 unit.
- (17) Arithmetic,<sup>1</sup> . . . . . 1 unit.
- (18) Bookkeeping, . . . . . 1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

For admission to the Massachusetts Normal Art School, a special examination in drawing will be required, in addition to the above.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for

<sup>1</sup> Half units in these subjects will also be accepted.

which credit is secured by examination or certification, may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations required under “A” and “B.” Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under “C,” and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under “A” and “B” in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under “A” and “B” in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under “A” and “B.” In addition to units granted by certification candidates must present credentials for subjects under “C.”



VI. *Admission as Special Students.*—Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.*—Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

#### EXAMINATION DATES.

The admission examinations are held at the several normal school buildings in accordance with the following schedule:—

1913.—Thursday and Friday, June 19 and 20; Tuesday and Wednesday, September 2 and 3.

1914.—Thursday and Friday, June 18 and 19; Tuesday and Wednesday, September 8 and 9.

#### SCHEDULE OF EXAMINATIONS.

THURSDAY, JUNE 19, AND TUESDAY, SEPTEMBER 2, 1913.

<i>Morning.</i>	<i>Afternoon.</i>
8.30– 8.45. Registration.	1.30–2.30. Geometry.
8.45–10.30. English.	2.30–4.00. Latin, arithmetic.
10.30–11.30. History.	4.00–5.00. Domestic science or
11.30–12.30. Algebra.	manual training.

FRIDAY, JUNE 20, AND WEDNESDAY, SEPTEMBER 3, 1913.

<i>Morning.</i>	<i>Afternoon.</i>
8.15– 8.30. Registration.	1.30–2.30. Chemistry, physics.
8.30– 9.30. Drawing, stenog- raphy.	2.30–3.30. Physiology, book- keeping.
9.30–11.00. French, German.	3.30–4.30. Biology, botany,
11.00–12.00. Physical geography, commercial geog- raphy.	zoölogy.

#### TIMES OF ADMISSION.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present

themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

### Expenses.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

### ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects:—

I. The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English,—reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics,—arithmetic.

(c) History,—history and civil polity of the United States and of Massachusetts.

(d) Science,—gardening, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, hygiene, manual training and penmanship.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satis-

factory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

#### ENGLISH.

There is no student of English who does not gain from his work the power of self-expression, a keener appreciation of nature, a quickening of the imagination, a deeper insight into human life and a broader outlook upon the world around him. The course in English offers not only this most necessary cultural education, but it also aims to teach the student where to find in literature the necessary material for the child's development, and to offer practical methods for presenting this material to the child.

The work throughout the two years is a correlation of language, composition and literature. The language work begins with "the word,"—its history, the use of the dictionary, word-building and pronunciation; the composition work at this time includes papers on the language work and its connection with the early history of England.

The language course for the first year offers a careful drill in the essentials of grammar, and a practical study of those laws of composition and rhetoric which will enable the student to gain a new appreciation of the masters of English style and a renewed desire to imitate these ideals. In the literature work of this year the students must gain from masterpieces of English literature not only a thorough knowledge of their contents, but the power to reveal these treasures to others. This necessitates a knowledge of the author and some acquaintance with his period in literature.

In the second year, besides the advanced composition and methods of teaching, the course seeks to give the students a thorough introduction to child literature. This means a careful study of classic myths, Greek, Norse, and Teutonic, a review of the Arthurian legends, Esop's fables and modern fairy tales. The student must also become acquainted with books dealing with the outdoor world, especially with animal life, and must study and present to the class from a teacher's point of view suggested poems for all grades.

## MATHEMATICS.

The end in view is to prepare teachers for the work in arithmetic in the elementary schools; this purpose is kept constantly in mind.

During the junior year the work is largely along the lines of primary and middle grade arithmetic, constant effort being made to secure class room proficiency for students who are to practice during the following year; the closest attention is given to the reasons in arithmetical processes, in order to enable the teacher to substitute her method for stereotyped rules. There is much work at the blackboards by the class as a whole, for the purpose of encouraging work in the open.

Regular text-books are used, and emphasis is placed upon well-arranged and precise written work.

During the senior year the course of study in arithmetic is thoroughly reviewed and discussed. Work of the upper grades is reviewed, largely for the purpose of clearing up difficulties for prospective teachers which were never overcome by them as pupils in the elementary or high schools.

So much time is devoted to algebra as will permit of a review and discussion of definitions and notation, simple equations, fractions, and the method of attacking problems; but these matters are taken up solely for the preparation of teachers of arithmetic.

Definitions and a brief list of fundamental theorems in geometry are covered, but merely with a view to the proper teaching of subjects found in the arithmetic course in elementary schools.

## HISTORY AND CIVICS.

*Purpose.* — The general aim in this course is to prepare students to teach history and elementary civics in the first six grades of the public schools in such a way as to produce high civic ideals, and to develop the spirit of social service among the pupils through the inspiration of the teacher's own love for her subject.

*History.* — A brief survey of world history provides a setting for an intensive study of American history, which emphasizes those social, industrial and political conditions of the past which are essential to a right interpretation of the present.

The importance of local history is brought out by teaching the



history of Lowell as a type study. With that material as a model, each student works up a detailed history of her own town or city, to be used later as a foundation for work in civics.

*Civics.* — Through a study of the local community and a comparison of it with other communities the student gains knowledge and understanding of the fundamental principles of community life which will enable the future teacher to train pupils to become intelligent, upright and efficient members of society. The study of municipal government is followed by a course in State and national government.

*History of Education.* — This subject is taken as a necessary part of the future teacher's professional equipment. Emphasis is put on modern education and on education in the United States. Boone says, "The right acquaintance with the best that has been thought and said touching one's profession is a liberal professional education."

*Method.* — Topical outlines, lesson plans and teaching lessons are prepared and presented for practice in the "story" of the primary grades and in the "open-book" method of the higher grades. Lists of reference books are given for the personal use of the future teacher; also, lists of books for the teacher to give to the pupils to stimulate in them a love for history. For illustrative material, use is made of good literature, "sources," reference books, magazines, newspapers, maps, blackboard sketches, pictures and games; constructive work of various kinds is prepared; in short, the students begin to make collections of such historical materials as are available for use in their own classes. To make the work as vital as possible occasional trips are taken to view historic places and to observe the actual workings of government, *e.g.*, the town meeting.

#### GARDENING AND NATURE STUDY.

The course in gardening and nature study covers five periods a week during the junior year. Practical gardening operations are carried on throughout the course, the pupils planting seeds, bulbs and cuttings of many different kinds, and growing them to flower and fruit. These garden experiences are made the basis of much drawing upon paper and blackboard, and of many language lessons, both oral and written. Each pupil has an indoor garden and

an outdoor garden for her individual use, and assists also in the planting and care of the general gardens.

In addition to the practical garden knowledge thus acquired, the pupils learn much of the botany and chemistry of plant growth.

Considerable attention is given to leading the pupils to a workable knowledge of the trees, birds, wild flowers and other living things. The point of view is that of use in the grades, though considerable technical knowledge is acquired incidentally. Opportunities for expression through language and drawings are given throughout the course.

The school is rapidly developing special collections of the trees, shrubs and perennial flowers which may be used to best advantage in school work and for general planting.

#### GEOGRAPHY.

The aim in this course is to fit students for work in the first six grades. Practice is given in making plans and presenting work adapted to the several grades, and collections of objective material begun which will be useful later in work with children, such as maps, diagrams, models and pictures.

The neighborhood accessible is an interesting type of river valley, from which can be worked out problems connected with river study, and which will serve as a basis of comparison with other river valleys of the world.

Lowell as an industrial center also offers a good field in which to work out problems connected with the transportation of raw and manufactured products, and questions involved in the development of such a city.

A study is made of physiographic processes and climate conditions and their effects upon the economic development of a country. The principal industries of the United States are studied as types, these forming a basis for comparison with other regions of the world. Methods of using the material found in school text-books are discussed. The open-book method is used in the preparation of new work.

The endeavor is to have the student deal with real things as far as possible by means of daily weather records, by drawing conclusions from facts observed, by field lessons, by practical experiments and by daily discussions of current events.

## DRAWING.

The course in drawing aims to acquaint the student with the subjects that are taken up in the public schools, and to enlarge æsthetic feeling and appreciation.

The principles underlying freehand drawing are carefully studied and carried out with pencil, colored crayon, water color or in black-board drawings. These are applied, too, in illustrative sketches.

Design is studied not only for its underlying principles and historic foundation, but also that it may be applied satisfactorily in book covers, tooled leather, metal, stencils and embroidery.

Color scales to show hue, value and intensity are made; color analysis and harmony are considered whenever possible in carrying out designs, in talks on house furnishings and dress and in landscape compositions. Picture study is taken up also in connection with composition and color.

Five-minute sketches are required at frequent intervals, that a constant quick review may be carried on.

The students follow the work in drawing during their practice period, working with the regular and special teachers and conducting lessons themselves.

## PSYCHOLOGY.

This course aims to equip the student with the elementary principles of teaching, the fundamental psychological processes which have to do with learning receiving special attention.

While the work tends to increase and to broaden the student's knowledge of general psychology, the point kept constantly in mind is the professional aspect of the subject.

Considerable time is given to the central nervous system, showing the physiological basis of mental activity. Attention, perception, conception, memory, imagination and habit are discussed with special reference to their development in children. Feeling and emotions, volitions, and temperament, in its relation to teacher and pupil, also receive attention.

In the training school, classes of children taught by skilled instructors are observed by the students. These observation lessons illustrate, in practical teaching, the specific principles taught in

the theory classes, and give an excellent foundation for the practice work which follows.

While several texts are in constant use, more time is given to illustration by the students, from their own experience, of elementary facts of educational psychology, than to the usual classroom recitation. Four periods a week during the senior year are devoted to this course.

### PHYSICAL EDUCATION.

In this department the work is two-fold, — to develop physical strength, health and endurance in the student, and to prepare her with a great variety of exercises, that she may be able to interest all classes of children and meet the varying needs of each individual pupil. The work is varied: it consists of the study of the principles of the Swedish system of gymnastics and the practical work in the gymnasium covering the following subjects, — free movements, general developing exercises, gymnastic games for the schoolroom and the playground, story plays, drills and folk-lore dances. Outdoor work on the school campus, tennis, etc., are also part of the course. During the senior year the students conduct gymnastic exercises as practice in teaching.

### HYGIENE.

The purpose of this course is to give the students such a knowledge of the main facts concerning the human body and the laws by which it lives as will enable them to preserve health and to promote working efficiency. During the junior year much time is necessary for individual work, — to be devoted to physical examination and individual instruction in personal hygiene. Every student is required to report at the beginning of the term to the instructor in charge of the department. Students are taught to consider the physical welfare of the school child by study of lighting, heating, ventilation, school furniture, etc. All materials and methods are adapted for future work in first six grades.





GAMES AND FOLK-DANCING BY CHILDREN OF TRAINING SCHOOL.



## MUSIC.

Music ranks as the highest of the fine arts, as the one which, more than any other, ministers to human welfare. — *Spencer*.

Music is at once a language, a science and an art. As a language of the emotions, music has a powerful influence upon susceptible childhood; as an art it is manifested in the skillful and intelligent rendering by the children of a beautiful song; the science of music appropriate to the early grades is concerned only with sight singing. The child is aroused to musical activity by the appeal of the language of music; by applying the elementary science he learns to sing at sight, through a knowledge of rendering he learns to interpret musical meaning, and thus to reproduce in turn the language of music. The object of music in public education is to develop in the child:—

A love for good music. A musical and expressive voice, within the limits imposed by nature, and a good physique as a result of correct singing.

The ability to sing songs at sight and render them understandingly.

### *The Course.*

The course in music is intended to equip students with a thorough working knowledge of music and methods as applied to public education, so that they may co-operate intelligently with supervisors, or successfully conduct the work in music in schools where there is no supervisor.

The essentials upon which the course is based are:—

(a) *Musical Conceptions.* — Through a knowledge of good melody and its essentials.

The folk-song, all nationalities; the ballad.

The art song, the comic opera, the grand opera, the oratorio, and kindred forms, the instrumental shorter forms, the sonata and symphony.

(b) *Voice Training.* — The essentials of good tone quality.

Breathing, the direction of the tone, the open throat.

Pronunciation and enunciation.

The registers.

The boy's changing voice.

(c) *Sight Singing*. — A thorough knowledge of the intervals.

Classification of intervals.

All keys and key signatures, major and minor.

Of all chromatic tones, of the characters used to represent them.

All the principles of time.

Measure formations.

The elements of form.

#### PENMANSHIP.

This subject is studied by the project method. The students are trained, first, to write a good business hand at a commercial rate of speed; and, second, to teach the children in the grades to write a good business hand.

We submit a sample of the writing of a pupil when she entered the school and another at the end of her junior year. These we consider fair samples.



Elizabeth Jacobs.

He's here in double trust:

First as I am his kinsman and his subject,  
Strong both against the deed. Then, as his host

Elizabeth Jacobs Lowell Normal School.

It is not so much the amount of practice, as the kind of practice that counts.

It is the constant effort to acquire precision that leads to successful writing.

NOTE. — The Palmer Method is used as the basis for this work.

### Special Courses for Training of Supervisors and Departmental Teachers of Music.

The State Normal School at Lowell is interested in the development of art in music in America through the teaching and the application of the essential principles of music in the public schools.

The department of music offers complete courses for the training of supervisors and departmental teachers of music. These courses cover the work of the secondary and high schools, and will teach those branches required for the supervision of music in public education.

The full course can be completed in one year or more, according to the ability of the student.

The courses are open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. Grade teachers of experience may enroll for departmental teaching of music upon passing the entrance requirements under elementary, and may pursue such other subjects as may seem best.

In connection with the work in music, students who are preparing for supervision or departmental teaching will be required to combine with certain other subjects which are necessary to the equipment of a successful teacher of music in the public schools, viz., psychology, the history of education, English lyrics and poems for children.

The extensive training facilities connected with the State Normal School will be at the disposal of students taking these courses. Students upon the completion of the course for supervisors are thoroughly equipped as teachers of music in the elementary and secondary schools.

The course for supervisors is in two divisions, elementary and secondary, each including those branches required in supervision and teaching music in elementary and secondary schools. The courses are as follows:—

*Elementary.*—(a) Music fundamentals and sight singing. (b) The aims, methods and courses of study as applied to the elementary schools. Practice teaching and observation. (c) The child voice, its conservation and development.

*Secondary.*—(a) Harmony. (b) Music appreciation. (c) Chorus conducting.

*Elementary.*

(a) Intervals, general and specific; scale structure, major and minor; common Italian terms for expression and tempo; keys and key signatures, major and minor; chromatic tones and all the characters used to represent them; all the principles of time in music, note denominations, rests, measure formations, proper groupings of notes and rhythm; the elements of musical form; the writing of melodies as the setting of a single stanza.

*Sight Singing.* — The ability to sing at sight music of the grade of difficulty of a Dykes, Sullivan or Stainer hymn tune; to read at sight with words music of the same degree of difficulty; to read at sight a short exercise in any key in any kind of time.

(b) Knowledge of the aims of music in public education and of the system of teaching as applied to the elementary schools; of a detailed course of study grade by grade; of all the methods of teaching the principles of tune, time and notation complete; of teaching reading with words; of the best use of all material, as text-books, etc.; the value and method of teaching rote songs; the individual system of teaching music; how to conduct teachers' meetings; a complete equipment for supervising music in the elementary schools.

*Observation and Practice Teaching.* — A working knowledge of all of the foregoing; a demonstration of its methods, satisfactory teaching ability, good personality; ability to conduct and control the class, the opportunity being given for this during the practice period.

(c) *The Child Voice.* — The fundamental principles of tone production, breath support, tone direction, the open throat; resonance and articulation, enunciation, pronunciation and diction; a knowledge of the proper methods for developing the child voice in individual or class instruction.

*Secondary.*

(a) *Harmony.* — Intervals, general and specific; scale structure, major and minor; triads, common chords and their inversions; the dominant seventh chord, its preparation and resolution; secondary seventh chords, modulation.

(b) *Music Appreciation.* — A knowledge of the lives and works of the principal classic and romantic composers; a knowledge of all musical forms, viz., good melody and its essentials; the folk song, all nationalities; the ballad; the art song, the comic opera, the grand opera, the oratorio and kindred forms; the instrumental shorter forms; the sonata and symphony.

A theoretical knowledge of the common orchestral instruments; the ability to recognize certain compositions from characteristic portions played.

(c) *Conducting.* — The general principles of conducting; precision of attack, phrasing, shading, etc.; the technique of expression and interpretation.

The course of study of principles as taught at the State Normal School may be applied to any series of text-books.

Further information may be had by addressing Albert Edmund Brown, the Department of Music, State Normal School, Lowell, Mass.

### **Three Years' Course.**

This course will consist of the regular two years' course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

### **Special Courses for Teachers.**

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course of study, and when such course is successfully completed they shall receive certificates for the same.

### **Special Course for College Graduates.**

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

### **Schools of Observation and Practice.**

The Bartlett School is on Wannalancit Street, Lowell, and may be reached by two lines of electrics, — the Broadway and the Pawtucket Street.

Section I. of the agreement made by the State with the city of Lowell reads as follows: —

The city of Lowell agrees: 1. To the use of the Bartlett School by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett School is described in the report of the school committee as follows: —

The new Bartlett School building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In the fall of 1910 six primary rooms were taken on for practice in the New Moody Street School in Lowell, thus giving much-needed opportunity for training in primary grades.

At the same time the Lexington Avenue School was taken into the training school system. This school, while within the city limits, is, strictly speaking, an ungraded school.

There is also in the town of North Tewksbury an ungraded school used for observation and practice.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.



Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

### **General Information.**

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes, or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

## Students.

### Senior Class — 1912-13.

Abels, Carlotta Marie, . . . . .	Lowell.
Baker, Emma May, . . . . .	West Somerville.
Bradley, Hazel Dennison, . . . . .	Hudson, N. H.
Buck, Hilda May, . . . . .	Wilmington.
Butler, Huldah Annie, . . . . .	Lawrence.
Calnan, Mary Ethel, . . . . .	Lawrence.
Carey, Marion Gertrude, . . . . .	Lowell.
Carter, Jessie Maud, . . . . .	Wilmington.
Chase, Laura Belle, . . . . .	Somerville.
Cole, Lettie Thomas, . . . . .	Lowell.
Conner, Carrie Louise, . . . . .	Methuen.
Cooney, Marion Estelle, . . . . .	Lowell.
DeMoulpied, Mildred Mary, . . . . .	Manchester, N. H.
Des Ormeaux, Mary Lydia, . . . . .	Haverhill.
Doe, Bessie Mary, . . . . .	Lexington.
Donovan, Mary Rose, . . . . .	Lawrence.
Farrington, Gertrude Mary, . . . . .	Lawrence.
Furbush, Ruth Marjorie, . . . . .	Graniteville.
Gardner, Hazel Annie, . . . . .	Lowell.
Gillick, Catherine Teresa, . . . . .	Dracut.
Grossman, Mary Ernestine, . . . . .	Lawrence.
Hathaway, Ruth Florence, . . . . .	Lowell.
Hayes, Minnie Frances, . . . . .	Lawrence.
Hession, Gertrude Adelaide, . . . . .	Lowell.
Hogan, Helen Louise, . . . . .	Lowell.
Holmes, Dora Jane, . . . . .	Haverhill.
Howe, Clare Eileen, . . . . .	Lowell.
Jacobs, Elizabeth, . . . . .	Methuen.
Kelley, Mildred, . . . . .	Methuen.
Kennedy, Elizabeth Anne, . . . . .	Lawrence.
Kennedy, Gladys Renwick, . . . . .	Lawrence.
LeDuc, Joseph Omer, . . . . .	Graniteville.

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Lennon, Mary Ethel, . . . . .	Lowell.
Lofgren, Elma Wilhelmine, . . . . .	Lowell.
MacMillan, Irene Catherine, . . . . .	Lawrence.
Mansfield, Helen Lucinda, . . . . .	Lowell.
Masterson, Anna Josephine, . . . . .	Lowell.
McCarthy, Eleanor Mary, . . . . .	Lawrence.
McEneaney, Gertrude Constance, . . . . .	Lawrence.
McGregor, Helen Elmira, . . . . .	Lowell.
Meagan, Grace Elizabeth, . . . . .	Lawrence.
Miller, Minnie Mabel, . . . . .	Lawrence.
Monroe, Ada Bethana, . . . . .	Lawrence.
Moynahan, Eileen, . . . . .	Lowell.
Murphy, Catharine Gertrude, . . . . .	Lowell.
Murphy, Mary Ellen Frances, . . . . .	North Andover.
Murray, Ruby, . . . . .	Bradford.
Nelson, Fannie Ida, . . . . .	Haverhill.
Noyes, Gertrude Theresa, . . . . .	Lowell.
Orff, Ruth Esther, . . . . .	Lawrence.
Page, Florence Carol, . . . . .	Lowell.
Powers, Lillian Gertrude, . . . . .	Lowell.
Quigley, Gertrude Marie, . . . . .	North Chelmsford.
Read, Zola Alice, . . . . .	Lowell.
Reynolds, Helen Mary, . . . . .	Lowell.
Riley, Helen Frances, . . . . .	Wamesit.
Riley, Mary Loyola, . . . . .	Ballardvale.
Riley, Rose Helena, . . . . .	Ballardvale.
Roberts, Helen Regina, . . . . .	Lawrence.
Rosatto, Edwina Mary, . . . . .	Lowell.
Ryan, Mary Clare, . . . . .	Lawrence.
Ryan, Nora Veracunda, . . . . .	Lowell.
Scott, Mary Elizabeth, . . . . .	Lowell.
Shine, Agnes Margaret, . . . . .	Lawrence.
Smith, Frances Ann, . . . . .	North Wilmington.
Smith, Mildred Elizabeth, . . . . .	Lawrence.
Sullivan, Cecilia Eleanor, . . . . .	Lawrence.
Taff, Sarah Agnes, . . . . .	Lowell.
Valentine, Agnes Carlyle, . . . . .	Lawrence.
Wallace, Mary Frances, . . . . .	Lowell.
Ward, Eva Claudine, . . . . .	Woburn.
Wickens, Elsie Marion, . . . . .	Lawrence.
Wood, Cecilia Borgia, . . . . .	Lowell.



**Junior Class — 1912-13.**

Atwood, Edith Josephine, . . . . .	Lowell.
Barrett, Mary Winifred, . . . . .	Lawrence.
Batson, Mary Agnes, . . . . .	North Andover.
Beals, Bernice May, . . . . .	Lawrence.
Biery, Helen Margaret, . . . . .	Lawrence.
Boutelle, Cora May, . . . . .	Woburn.
Boyle, Martina Lucille, . . . . .	Dracut.
Braley, Anna Eliza, . . . . .	Lowell.
Cooper, Ethel Marie, . . . . .	Cambridge.
Cotter, Mary Louise, . . . . .	Lawrence.
Cranshaw, Bertha May, . . . . .	Lawrence.
Crowell, Ruth, . . . . .	Haverhill.
Cullinan, Rose Frances, . . . . .	Lowell.
Cummings, Ida Frances, . . . . .	Lowell.
Daly, Margaret Irene, . . . . .	Lawrence.
Dearborn, Anna Isabelle, . . . . .	Burlington.
Dooley, Helena Frances, . . . . .	North Andover.
Dowd, Julia Etta, . . . . .	North Andover.
Earle, Sarah Madeline, . . . . .	Billerica.
Fetridge, Muriel Ella Esther, . . . . .	Woburn.
Flagg, Dorothy Gardner, . . . . .	Woburn.
Flynn, Mary Bertha, . . . . .	Haverhill.
Flynn, Nettie Mary, . . . . .	Lowell.
Folan, Mary Eleanor, . . . . .	Woburn.
Frawley, Jennie Teresa, . . . . .	Lowell.
Gustin, Marion, . . . . .	Winchester.
Hickey, Helen Elizabeth, . . . . .	Lowell.
Hilton, Catherine Marie, . . . . .	Lawrence.
Johnston, Jane Thecla, . . . . .	Lowell.
Kearns, Margaret Eloise, . . . . .	Woburn.
Keefe, Mary Teresa, . . . . .	Lawrence.
Ketchen, Emma Butler, . . . . .	East Billerica.
Keyes, Annabelle Veronica, . . . . .	Lowell.
Kivlan, Martha Louise, . . . . .	Lowell.
Knowles, Lily Francis Farleigh, . . . . .	Lowell.
Knowlton, Hazel Ruth, . . . . .	Chelmsford.
Leighton, Ethel, . . . . .	Haverhill.
Lew, Teresa Garland, . . . . .	Lowell.
Locke, Clara Louise, . . . . .	Lawrence.

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Louporet, Gertrude Irene, . . . . .	Lowell.
Markey, Isabel Frances, . . . . .	Lowell.
McCarthy, Grace Mary, . . . . .	Haverhill.
McDermott, Teresa Mary, . . . . .	Lowell.
McGill, Esther Terena, . . . . .	Lawrence.
McLaughlin, Margaret Mary, . . . . .	Cambridge.
McLoon, Alice Angie, . . . . .	Tyngsborough.
McMahon, Catherine Teresa, . . . . .	Lawrence.
McMahon, Winifred Teresa, . . . . .	North Wilmington.
McMaster, Marion Ella, . . . . .	Lowell.
McQuesteu, Alberta Mead, . . . . .	Lowell.
Moeser, Elizabeth Alvina, . . . . .	Lawrence.
Moody, Dorothy Winifred, . . . . .	Methuen.
Murray, Mildred Agnes, . . . . .	Woburn.
O'Conner, Mary Genevieve, . . . . .	Lawrence.
O'Donnell, Katherine Marie, . . . . .	Lowell.
O'Donnell, Katherine Mary, . . . . .	Lowell.
O'Neill, Mary Teresa, . . . . .	Lowell.
Pool, Inez Helena, . . . . .	Haverhill.
Pratt, Esther Cordelia, . . . . .	West Medford.
Reardon, Teresa Mary, . . . . .	Lawrence.
Roesner, Caroline Ida, . . . . .	Lawrence.
Seed, Irene Mary, . . . . .	Lawrence.
Sharkey, Margaret Genevieve, . . . . .	Lawrence.
Shea, Mary Beatrice, . . . . .	Lowell.
Southard, Natalie Turner, . . . . .	Manchester, N. H.
Spaulding, Nellie Edna, . . . . .	Lowell.
Sullivan, Anna Teresa, . . . . .	Lawrence.
Sullivan, Margaret Beatrice, . . . . .	Westford.
Sutherland, Etta Lillian, . . . . .	Westford.
Taylor, Ruth Winifred, . . . . .	North Andover.
Webster, Marion Ella, . . . . .	Bradford.
Weinbeck, Gertrude, . . . . .	Lowell.
Williams, Hilda May, . . . . .	Haverhill.
Woodman, Lilian Scott, . . . . .	Bradford.

**Special Students.**

Bell, Elvena Louise, . . . . .	Lowell.
Finegan, Florence Gertrude, . . . . .	Lowell.
Fremmer, Mabel Frances, . . . . .	Lawrence.
Haskell, Jessie Pearl, . . . . .	Lynn.
Horne, Beatrice, . . . . .	Lowell.
Meyer, Pauline Augusta, . . . . .	Lawrence.
Russell, Ella Gilman, . . . . .	Lowell.





